TEAP OBSERVATION PROCESS & DOCUMENTATION

Observation procedure

Observations should be developmental, thorough, and allow the candidate to demonstrate evidence of competence against the criteria, but do not necessarily have to follow the guidelines.

Material for observation

One of the main purposes of the TEAP observation is to provide opportunities for an observee to demonstrate their competencies in teaching and learning. Although suitable teaching material for observation will be clear for most practitioners, those with fewer classroom based teaching responsibilities (or none) are encouraged to consider options beyond the traditional classroom to demonstrate their skills. Such options might include the candidate's involvement in:

- CPD sessions for staff
- EAP workshops or teacher training sessions
- 1 -1 tutorials or consultations with students
- Conducting observations

Candidates wishing to engage in an observation covering one of the above are encouraged to discuss their plans with a potential observer, particularly how the observation would demonstrate evidence of the competencies in the 'teaching and learning' criteria.

TYPES OF OBSERVATION

The following are examples of types of observation that candidates may wish to engage in for their development and to supply evidence of their competencies for the TEAP portfolio.

Type	Description
Live Observation	A segment of teaching with the observer present. May take place in a classroom or online.
Recorded Observation	A video recording of a segment of teaching. A link to the recording may be sent to an observer to review asynchronously.
Blind Observation	The teaching itself is unseen. The practitioner outlines their aims and approach to a segment of teaching with an interlocutor in advance, then reflects on the outcomes of the lesson with the interlocutor in a post-teaching discussion. Blind observations may only be used for one of the qualifying observations, not both.

Below are some considerations for each of these observation types. Note that these are recommendations and alternative approaches may be more appropriate for your context.

3A: LIVE OBSERVATIONS

- The live observation is the most 'conventional' form of observation, characterised by the passive presence of the observer in the teaching space (either online or in person).

- The observation has a developmental focus: the observer aims to create a relaxed and exploratory environment rather than that of a formal interview.

- Lesson plans and materials are shared with the 'observer' in advance of the teaching.

- The pre-observation meeting contextualises the observation and identifies criteria that the observee aims to address, as well as pedagogical choices made during planning and their rationale. The pre-observation meeting template in Appendix 4 can be used to negotiate this discussion where both agree.

- The observer and observee agree on the length of time for the observation itself.

- The observer takes written notes during the observation. The observation criteria in Appendix 3 are recommended for this.

- The post observation discussion explores the outcome of the teaching and allows the observee to reflect on choices made. The observer discusses with the observee the competencies demonstrated in the teaching. Written feedback is supplied to the candidate after the post observation meeting to provide evidence for the TEAP portfolio.

3B: RECORDED OBSERVATIONS

- A recorded observation involves an observer viewing a recording of a candidate's teaching then discussing it with the candidate.

- The observee is responsible for obtaining students' consent to being recorded. It is recommended that verbal consent is gained in advance from each student that will feature on the recording.

- Observees are requested as standard to give consent for the recording to be added to the BALEAP library of EAP teaching observations. Where permission is granted for this, students will have their faces blurred out on the video to preserve anonymity. The consent slip for this is provided in Appendix 4D.

- Observer and observee should agree on an appropriate length for the recording, which must be long enough to provide evidence of competencies. An observer is not expected to watch more

than 1 hour of a recording, and less is often appropriate. It is recommended that recordings include the aims of the session to provide context for the observer. If the observee wishes, recordings can be edited before being sent to the observer.

- Observees should ensure in advance that the quality of the recording is fit for purpose, particularly the sound quality. A test recording is recommended as poor quality recordings may not offer sufficient evidence of competencies. Where a poor quality recording is submitted for observation, observers may request an alternative recording.

- The observer must be satisfied of the identity of the teacher in the recording. Such verification is likely to happen as a matter of course in a pre-observation meeting.

- Materials and aims of the teaching segment should be shared with the observer in advance. Pre-observation discussions can also include consideration on what the recording will and will not capture.

- For recorded observations, the observer does not need to be present during the recording.

- Video recordings often capture less classroom activity than live observations. In particular, video may not capture student interactions, quiet conversations, or monitoring during group activities. What is not captured cannot be evidenced. However, not all of the criteria need to be evidenced in an observation.

- To meet the currency requirement for observations, the recorded teaching must be no older than 2 years. Older recordings are valid for inclusion as evidence in a portfolio, but will not count towards the requirement for 2 current observations.

3C: BLIND OBSERVATIONS:

- Blind observations occur when teaching is not observed directly, but is discussed by the teacher and an interlocutor in advance of and after teaching takes place.

- Blind observations have a developmental focus: the observer aims to create a relaxed, exploratory environment rather than that of a formal process such as an interview.

- Lesson plans and materials are shared with the 'observer' in advance of the teaching. A pre-observation meeting takes place which focuses on aims and approaches to the lesson, as well as pedagogical choices made and underlying rationales. The pre-observation meeting establishes which TEAP criteria the observee aims to demonstrate in the teaching.

- Soon after teaching takes place, the observee and 'observer' meet to discuss the lesson, for an agreed amount of time to allow thorough reflection. The discussion explores aspects such as: choices made, the impact of the lesson; reflection on successful and less successful elements, and key developmental points. The observer notes the specific criteria TEAP identified in the pre-

observation meeting and questions the observee to allow them to establish their competence against those criteria.

- The observer takes written notes during the discussion with a view to providing evidence for the candidate's TEAP portfolio.

- Following the discussion, a post observation meeting takes place during which the observer feeds back to the candidate regarding criteria that were successfully evidenced, points of interest, and specific areas for development. The observer shares written feedback with the candidate after the post observation meeting as evidence for their portfolio.

- Blind observations may only be used for one of the two qualifying observations, not both.

APPENDIX 4: BALEAP TEAP Accreditation Scheme: Observation documents.

Observee:		Observer:		Institution:	
Stage: *(UG/PG/Foundation etc.)*		**Context:** *(Presessional/Insessional; online/F2F etc).*		**Course/Module:**	
Focus: *(eg Intended Learning Outcomes)*				**Date & Time of observation :**	

4A: Pre-Observation Document (p1 of 2)

The first part of a TEAP observation is typically a pre-observation meeting to contextualise the observation and align expectations of observer and observee. Length and format of this meeting will vary depending on context.

The questions below can be used at your discretion as a framework for the pre-observation discussion. It is also recommended that the observee use the pre-observation to provide evidence of their competence in a range of the 'planning & design' TEAP criteria. A selection of these criteria for the different pathways are in the table overleaf.

Context
- What are the specific details of the class and the course? How have they influenced your planning?
- How will the observer access the session?
- What else would be valuable for the observer to know in advance?
- For a recording: are you happy for the recording to be used for educational purposes within BALEAP institutions? (students faces will be blurred)

Development
- What feedback have you had on observations in the past?
- What would make this observation developmental for you?
- What aspects of your practice do you want the observer to pay attention to? What might be valuable to discuss in the post-observation meeting?
- How else might you make use of the observation as a learning opportunity?

Criteria
- Which TEAP criteria would you like to evidence in this observation? How do you intend to do so?
- Which of the 'planning and design' criteria in the table overleaf can you provide evidence for in the pre-observation meeting?

Pre-observation document (p 2 of 2)

	Planning & Design criteria	Observer notes
Associate Fellow	**AP4:** You incorporate knowledge of textual features and processing strategies into lesson planning. **AP5:** You select and adapt appropriate EAP materials and modes of delivery. **AP6**: You consider, anticipate and check student needs.	
Fellow	**FP6:** You apply theories of text & discourse analysis to materials design. **FP7:** You design or adapt a series of lessons or learning resources which develop student literacy. **FP8:** You use systematic needs analysis to inform your practice and that of colleagues. **FP9:** You incorporate development of academic or professional attributes into materials and/or course design**.**	
Senior Fellow	**SP7:** You (or those you lead) apply theories of text and approaches to discourse analysis to produce course materials for a specific community. **SP8:** You lead or mentor colleagues in developing materials/ curricula that align with innovations in EAP. **SP9:** You network within an institution to research target academic needs and practices for incorporation into programmes or courses. **SP10:** You (or those you lead) apply knowledge of specific academic contexts to materials or learning resource design.	

4B: Observation Record (p1 of 2)

KEY: E= evidenced; P= partial; N= not observed/not applicable   Date:

Criterion	Criterion	E/P/N	Observer comments
AV1/FV1/SV1	You are committed to evidence-based practice within your context.		
AV2/FV2/SV2	You value research, scholarship, and selective use of resources (such as technology) to enhance developmental activities.		
AV3/FV3/SV3	You value collaboration for learning and professional practice.		
AV4/FV4/SV4	You respect individual learners' expectations and values, encourage participation in higher education, and promote equality of opportunity.		
AT4/FT4/ST4	You adapt material for specific academic contexts/ disciplines.		
AT5/FT5/ST5	Your teaching aims to develop academic and professional attributes (such as critical thinking and autonomy).		
AT6/FT6/ST6	You stage and scaffold teaching of academic communication		
AT7/FT7/ST7	You integrate study skills & strategies explicitly into teaching		
AT8/FT8/ST8	Your teaching develops students' ability to navigate conventions and values of current or future educational contexts		
AT9/FT9/ST9	You use classroom assessment techniques to demonstrate learning and inform future teaching		
AT10/FT10/ST10	You raise awareness of discourse features in your teaching.		
AT11/FT11/ST11	You train students to investigate the practices of a discipline.		
AT12/FT12/ST12	You respond flexibly to unplanned learning opportunities.		
AT13/FT13/ST13	You encourage a critical approach to knowledge building		

Observee:		Observer:

KEY: E= evidenced; P= partial; N= not observed/not	Date:

Criterion	Criterion	E/P/N	Observer comments
AA4	You use the outcomes of assessment and feedback to inform your teaching.		
AA5	You develop students' assessment and feedback literacy.		
FA4	You evaluate the effectiveness of assessment and feedback practices.		
FA5	You equip students to navigate current or future learning contexts through your assessment or feedback practices.		
FA6:	You use the outcomes of assessment & feedback to inform your teaching.		
SA4	You (or those you lead) design appropriate EAP assessments or feedback processes which are underpinned by theory.		
SA5	You (or those you lead) equip students to navigate current or future learning contexts via assessment or feedback practices.		
SA6	You lead or mentor colleagues effectively through processes of assessment or feedback.		
SA7	You share practice, research or ideas regarding assessment or feedback literacy within an institution or the sector.		

Observer summary & points for discussion in post observation meeting.

4C: Post Observation Guidance

Observee:	Observer:

Date:

The post observation meeting provides an opportunity to:

- reflect on the outcomes of the observation.
- discuss points of note.
- identify evidence for the TEAP portfolio.
- identify action points for development.

Although these points are recommended for inclusion, the timing and structure of a post observation meeting will vary depending on context. To prepare for the post observation meeting, the following steps are recommended:

- Observee produces a short reflection on the lesson and shares this with the observer before the meeting.
- Observer notes points for discussion (particularly those highlighted in the pre-ob meeting) and compares with points shared by observee.

Post Observation: Observee's reflection

What happened in the session? What went well? What could be improved? Write a reflection here and send to observer in preparation for your post observation meeting.

Post Observation: Observee's reflection

4D: Permission Slip - Observation Recording & Educational Usage

BALEAP is building a library of video recordings of EAP practice for use in educational and training material within the BALEAP network. Please have students sign this permission slip before the recording of a TEAP observation, and email a link to the recording and the permission slip to the video archive via teap@baleap.org. Observees and students may choose to opt out of this at any time. Please sign and return this form to give your consent for this lesson to be added to the library of recordings.

Institution:	Class:	Date & Time:	Description:
As part of our teacher induction and education programmes, we would like to record your class. This recording will be used in teacher education programmes at this institution and other BALEAP member institutions. No reference to specific student identities will be made. Recordings will be stored in a fully secured location with access restricted to authorised use for teaching education purposes. They will not be made publicly available for other purposes.			

I confirm that I consent to this institution and members of other BALEAP institutions using the recording of this class for the purposes of teacher education and educational research.

Teacher Name:	(please add any co-teachers here)	Date
Student Name:	**Student Number (if appropriate)**	**Date**

(please add more rows for additional students).

If you have any queries about this form, please contact **teap@baleap.org**. If you wish to withdraw your consent at any time, please contact **teap@baleap.org**